ET Workshop To Present Student Plays, Happening

ET rehearses a new play by Alissa Bixon '70 which will be presented March 22, 23 in Jewett. Photo by Jenny Coak '69

Classic examples of the theater of the absurd, original student plays, and a happening are all part of the Wellesley College Experimental Theatre's Spring Festival of the "Now" Theatre, to be presented in Jewett Auditorium on March 22 and 23 at 8 p.m. Because of the length of the program, students are advised to sign out.

First on the bill is **Plastics**, an original play written and directed by Cherie Wooton '69. Utilizing the idiom of hippie talk, the play probes people and what is important to them. Laura is played by Lucinda Merry '71, the control girl by Ivy Thomas '70, Chalky by Michael Creech, and Hawkins by Phil Berlant.

Hell and Amazement

The next offering are scenes from Jean-Paul Sartre's **No Exit**. Three people, Ines, played by Nancy Herrin '69, Estelle, played by Evangeline Morfos '71, and Garein, played by Sean McCarthy, Harvard '69, create an eternal hell for each other in this arch-typical idea play. Ellen Armstrong '70 is the director.

According to the author and director, Alissa Bixon '70, the audience must necessarily be "amazed" by Message . . . Message. Two actresses, Ellen Kaufma '70 and Dorothy Mackey '68 play five and four parts respectively.

Happening as Finale

The beginning of Samuel Beckett's **Waiting for Godot** will be directed by Susan Alexander '69. Two clowns, Vladimar (Frederick Cooper, a Harvard graduate student), and Estragon (David Black, Harvard '69), wait for the mysterious Godot who never appears. Many critics believe Godot to represent God in this almost classic example of the theatre of the absurd.

A spontaneous improvisation or happening, **Celebration of Life**, will end the evening. Created by the Caravan Theatre in Boston, the director will be Candace Loomis '68, and the technical director Sally Giddings '68. Michael St. George of B.U. is the Ringmaster and Marcy Barrack '71, Jean Briscoe '68, Ilona Laszlo '69, Ted Crowley of MIT, and Gary Messinger, a Harvard graduate student, will play themselves. **Celebration of Life** revolves around a series of myths commemorating milestones of human existence, beginning with the "Creation."

Virginia Hammonds '69 is the coordinator of the festival. Jeanne Garrison '70 is in charge of lighting. Candy Loomis '68 is the house manager and Liz Stuppi '68 is the head of publicity.

The ET Festival offers a diversity of representation of the contemporary theater and the opportunity to see both well-known and original plays.

WELLESLEY NEWS

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Senate Continues Constitution Debate; Charges 'Irresponsibility' in News Issue

The jurisdictional powers of Senate, and a committee to decide just what this power might be in case of conflict, claimed Senate attentions in Monday night's meeting.

Barbara Baker '69 of the Constitutional Revision Committee, presented for Senate approval what was hoped to be the final version of Proposal I. This proposal of the constitution sets forth the power, jurisdiction, and responsibilities of the Wellesley College Student Association, and expresses the agreement of the President, faculty, Trustees, and students of the College.

Two-hour Discussion

In the two-hour discussion following the introduction of the final draft, Senate members attempted to determine the extent of the powers—of the subcommittee designated to determine Senate's jurisdiction in case of conflicting opinions, and of the final Senate decisions on such issues. The Presidential veto was also a point of contention. Senate members were reminded that the President of the College is ultimately answerable to the Trustees.

The question, it was pointed out, became one of political, rather than legislative concern. While the sense of the meeting indicated acceptance of the advisory function of the votes of both the jurisdictional committee and Senate, Senate was unable to arrive at a final decision regarding the Constitution.

Senate members asked that students articulate their sentiments about the proposed Constitutional revisions before Senate's final meeting on Tues., March 26.

Bursar's report

Karen Williamson '69, bursar, submitted a report from SOFC showing expenditures and receipts for the current year. She also cited the committee's emerging interest programs, and the additional issues with which it has been dealing this year.

Alan H. Schechter, assistant professor of political science, then asked for Senate response to the March 14 issue of News. Disclaiming any Senate power or desire to censor or legislate concerning News, Schechter urged that the body make known its reaction to, particularly, the page-eight article on freshmen, and the editorial on admissions policy, both of which he labeled as "irresponsible journalism."

Nancy Wanderer '69 was asked to draft a letter-to-the-editor, expressing Senate dissatisfaction with the issue. Ann Sherwood '69, Senate News rep., reserved response to the censure for the entire News staff. She also urged Senate members, and all students present and concerned about the articles to write letters to News to express their opinions and suggestions.

Soph Majors Meetings Reveal Dept Changes

by Joan Hilster '70

Various possibilities for the "culminating unit" in the new curriculum proved to be the most popular topic at last week's sophomore majors meetings in Billings. Informal discussions were held by each department to answer questions and help the sophomores gain a feeling for the majors they might be considering.

In many cases the "culminating unit," or "wind-up experience" as the history department called it, will be molded by this year's seniors. The English faculty is deliberately waiting to make its decision until it sees how the voluntary colloquia, scheduled by senior majors for third term, work out. One of the colloquia will be dealing with the peculiar freedom of the villain in English literature, while another will choose the literature of a single decade to study.

History Offers Choice

In the history department a choice will probably be offered between a course in historiography and a seminar approach to comparative history, possibly involving some independent study. Edward Gulick, chairman of the department, emphasized that history is a "sprawling field." The student must find a framework and a focus for her choice of courses.

Almost all departments expressed regret over the loss of the 290 unit of independent study. Mr. Curtis Shell, chairman of the art department, hopes that the flexibility of the new "culminating unit" will help make up for this loss. Many other possibilities for independent study were discussed. One philosophy major is auditing a course at the Harvard Law School for her independent work.

Student Suggestions

In some cases students brought up their own suggestions for the department. Katherine (Katy) Kennedy '70 would like to see a French conversation and civilization course inaugurated. It would be extra-curricula for participating students but senior majors would receive 350 credit for teaching it.

Students in the English department meeting brought up the possibility of a major in comparative literature. Several students wanted to know why such courses as Extradepartmental 201 and 202, Russian Literature in Translation, did not count toward the English major. Department chairman David Ferry stressed the problems of using translations. Students in comparative literature would probably have to be competent in at least two languages.

MIT courses

Cross-registration will play a significant part in many of the departments. The new catalogue will list instructions for electing courses at MIT. Miss Judith Brown, assistant professor of physics, feels that the change will be highly valuable for Wellesley's physics department. Physics majors will probably take their introductory work here and part of their advanced work at MIT.

Majors in the Spanish department are split between those emphasizing Spain and those who are taking Latin American studies. In Latin American studies students do not have to take all the Spanish courses required for someone emphasizing Spain. They are

(Continued on Page 8)

Freshman Vespers To Accent Awareness

Each spring at Wellesley the freshman class presents a vesper service. This year's service will be held Sun., March 24, at 8:30 pm in Houghton Memorial Chapel. The service is the only all-college freshman project during the year, with freshmen working out all aspects of the vespers. In addition to presenting a moving and interesting vesper service, the freshmen also hope that working together on such a project will unite the class and give it a sense of purpose.

'Awareness'

The theme of the service is the growth of awareness, a person's awareness of himself as a unique individual, and his awareness of others' feelings and emotions. Dancing, guitar music, poetry reading, and possibly original plays or poems will be included in the service. An all-freshman choir will sing during the vesper service. Mrs. Paul E. Marsh, dean of the class of '71, will give the benediction.

The freshman class has decided that, in order to reciprocate for the Flower Sunday service, "little sisters" will take their "big sisters" to the freshman vesper service.

Many Participants

Many freshmen have been working together on committees to make the vesper service a success, and in that sense, they note, freshman vespers has achieved its purpose. Committees dealing with the program, publicity, dance, music, technical, and writing were set up under the direction of Susan Guba, 71, chairman of freshman vespers.

MIT and Wellesley students gather on the steps of Building 7 on Exchange Day. See article page 3. Photo by Alan Goldberg MIT '69

The Press

The responsibility of the press as it exists at Wellesley College has been challenged by Senate. This charge is a serious one because it involves questions of journalistic integrity and competence. It further threatens the possibility for constructive action and response to *News* as it functions on this campus.

News meets this indictment with a formal apology to the Community. We regret the inaccuracy of the headline on the page-eight article of last week's issue, and we are sorry that our intentions in setting forth an article on freshman discontent, as one of a series, was not made more explicitly. We also assure our readers that we recognize the necessity, and have therefore adopted a policy that requires the identification of the speakers we quote unless we are asked to sustain the anonymity of a particular individual.

While we reserve the right to criticize, we are sincere in our efforts to retain a credibility and a legitimacy which will allow the press to serve a responsible, and ultimately constructive function at Wellesley. And, we shall work toward reconstructing that which we have been accused of destroying.

In addition, we shall, in a series of articles, continue to examine the source or sources of discontent among students at Wellesley, as well as the positive factors which motivate Wellesley students to appreciate and enjoy the College. We continue to urge all members of the community to express their opinions on these and any other issues through letters to *News*. In this communication we would hope to achieve the highest goals of the community; an end, which is, indeed, our most earnest intent.

Reassessing Our Position

"At stake is not simply the leadership of our party and even our country. It is our right to the moral leadership of this planet."

With these words Senator Robert F. Kennedy ended his announcement of candidacy for the Democratic nomination for President in 1968. With these same words Sen. Kennedy summed up one great moral dilemma and raised a new one. The unrest in cities and dissatisfaction with our domestic affairs, civil right, labor relations and economic disorders have split the country. There can be no question after the New Hampshire primary that the war in Vietnam has lead to a judgment of the Johnson administration on much more than party or policy grounds. For many the war is a mistake, a colossal misunderstanding of American foreign and domestic commitments. But for the thousands of young men and women on college campuses, the war is also evil. Not an error, but a horror. For these young people the American political process seemed little more than a madman's practical joke as the choice appeared to narrow down to Richard M. Nixon or Lyndon Johnson.

In the midst of this, when the pollsters and party bosses shrugged him off as a gadfly, Senator Eugene McCarthy announced he would oppose President Johnson's drive for renomination. His efforts have depended on the unswerving devotion of student volunteers. They shared the long, lonely hours of the campaign. It is understandable, then, that they were disappointed that Sen. Kennedy did not openly support their efforts, while at the same time he supported their goals. It is also understandable that they are outraged to hear Sen. Kennedy announce his candidacy after their work and after Sen. McCarthy had reaped the first fruits.

If it is assumed that Sen. Kennedy is a fraud, that his morality is limited to being on the winning side, there is still a strong argument for restraining outrage. Presidential nominations are won in national conventions. The vast majority of delegates are not secured by primary votes, but vote for a candidates for a variety of reasons. The strongest factor is party loyalty—an almost invariable that is to the incumbent President. Sen. McCarthy could probably only have overcome that by showing that President Johnson could not win. Even in 1948 when Senator Kefauver won all the primaries, President Truman secured renomination. Sen. Kennedy, on the other hand, has a large national following among the party leadership, as the action of assembly Speaker Jesse Unruh in California demonstrated. If the goal of those against the war is to defeat Johnson with a peace candidate, then, if Sen. Kennedy shows he can better fulfill that task, perhaps his opportunism would be tolerable.

It need not be assumed that Sen. Kennedy was merely unuttering words in speaking of "moral leadership." Morality is not an abstract concept, but depends on the real people involved and the situation. Sen. Kennedy may well have felt as he said, that any pre-New Hampshire action on his part, would have made the campaign one of personalities not issues. He may have felt that he owed it both to the Democratic party and to the country not to create such a campaign and such a division of support. In that case, it would be true that New Hampshire results could be read to have ended that responsibility. At the same time, Sen. Kennedy by announcing his candidacy has risked his political career and probably forfeited his chance for nomination in 1972 should he loose in 1968. Sen. McCarthy entered the race as a determined underdog and faces little detriment to his future political career.

We cannot do more than ask for an enlightened electorate. The war in Vietnam has divided this nation against itself to an extent reminiscent of a century ago. The results of the national decision in November may be the most critical occurence of our lifetime. But the results will be pre-conditioned by the choice available. The war, which has divided us, has led us to so suspect the motives and to so question the ideals of our leaders, as to make us react with disbelief. We ask that judgment on Sen. Kennedy's action be deferred and that his candidacy be given due consideration. Only thus are we free to vote intelligently. As the ancients knew, "Where there is no vision, the people perish."

MITH Comes Alive

Wellesley Tech? Not exactly. W.I.T.? Well maybe. At least the Massachusetts Institute of Technology and the Humanities (MITH) is not quite so mythical anymore.

The Exchange Days last week at both Wellesley and MIT proved the possibility and desirability of academic interaction between the two schools.

Credit for the success of the cross-visitation goes not only to the organizer at both institutions but also to the enthusiastic participants. Classes were lively, faces were friendly, mealtime conversation stimulating.

In fact, the only real damper on the Exchange Days is the fact that future mixing (in the classroom) will not take place on such a grand scale. Cross-registration will always be limited by student demand as well as by transporation and scheduling difficulties.

News would like to urge the Wellesley-MIT Committee to reconsider its limit of 80 exchange students from each institution for next year. Polls this fall showed that 642 of the 878 Wellesley students who replied to the questionnaire had an interest in taking courses at MIT. Among the 741 respondents, 484 were considering taking courses at Wellesley. Granted that the cross-registration is on a five-year experimental basis, nonetheless as many students as possible should have the chance to participate in the exchange. Moreover, the fact that numbers are so limited may discourage some students from applying. Every student should carefully consider the possibility of taking advantage of this educational opportunity.

The Exchange Days were the perfect opportunity to see life on the other side. The presence of the MIT students here also worked like a shot in the arm to enliven some of the Wellesley classrooms and dining rooms. *News* hopes that such occasions become annual spring-time happenings.

Where There's Smoke . . .

"Curse the firechief!" "This is so ridiculous—it's snowing outside." "Pull the shade up or down?" "This just can't be *another* firedrill!"

It wasn't.

At 10:15 p.m. last Wednesday a student detected a fire in a closed room on the second floor of Pomeroy. Another student pulled the alarm. Less than four minutes later, all residents had evacuated. No one panicked. Until the fire trucks arrived, few girls were even aware there really was a fire.

"It's freezing out here. I wish I'd put on heavier clothes." "Are the sprinklers going off? Oh, why didn't I bring my thesis instead of my teddy bear?" "No one around me was scared at all. It was sort of reflex action."

"I guess fire drills aren't so stupid after all."

The Reader Writes

The Politiques

To the editor:

Although only an interested observer, I am personally disturbed by the late entry of Senator Kennedy into the presidential race.

It seems to me there are two basic, closely related but separate issues that should be taken into serious consideration in this race between Senators McCarthy and Kennedy.

First of all, of course, is the US foreign policy in Southeast Asia and its attendant impact upon the domestic scene. For those who oppose the present policy, Senator McCarthy and Kennedy seem to offer a similar possible way-out.

The second, and to me much more important, issue is trust in the integrity of the political leadership. It is clear that the present administration has been rapidly losing that essential though elusive quality which alone assures its effectiveness at home and abroad. With regard to this overriding problem, Senator McCarthy is obviously the better choice. Regardless of how cleverly Senator Kennedy will try to worm his way, I for one shall find it impossible to trust him with the crucial leadership of the United States.

The crux of the matter is that Senator Kennedy either does not have the requisite outrage of his convictions or has only convenient convictions. The world cannot afford to have in Washington a leadership imbued with national selfishness, let alone personal cynicism.

I don't think that the movement behind Senator McCarthy lacks political realism. The available knowledge about the behavior of American electorate seems to indicate that the incumbent administration can be repudiated only by lack of general trust in it. Thus Senator McCarthy will, I think, prove to the stronger candidate against President Johnson than Senator Kennedy. Above all, of course, I do not believe that the younger Americans will tolerate the insult to their sense of fairplay and disregard for their serious concern for integrity and inspiration in the national leadership. It is Eugene McCarthy, not Robert Kennedy, who will be regarded as the successor to John Kennedy.

Mohd. A. Nnawuzi
Instructor in political science

Fresh Response

To the Editor:

At the risk of resembling Pollyanna, I would like to take exception with the extensive condemnation of Wellesley which appeared in yesterday's copy of the *News*. As odd as it may seem, I not only like Wellesley, I appreciate it. I might even venture to say that I feel it is a privilege to be here and for some definite reasons.

When I applied to Wellesley, I was looking for certain goals — a personal education, an intellectual challenge, an incentive for maturity, and a diversified environment. Speaking naively after having been here for six months, I can honestly say I've discovered all of these. Irrelevance is not Wellesley's fault; it is the fault of the students who complain. "The problems of the world" are only as far as Roxbury, New Hampshire, or the slums of Harlem. Opportunities to tackle these problems are everywhere one turns — through S. O. Forum, Chapel Board, and SDS. It merely takes a little bit of initiative. This ability to assert oneself and assume responsibility takes quite a bit more maturity and independence than sitting around a table in Room f sarcastically criticizing.

It is true that my roommate does not come from the slums of Chicago or that there is not an active Buddhist down the hall, but there is a greater diversity of personality, character, morality and intellect on my floor than I ever been acquainted with before. The ideas and patterns of living of the majority of these people are different from anything I've ever experienced. It never ceases to amaze me the insight into human nature I can gain if I merely make the effort to open myself up and be receptive.

Perhaps the most unfair complaint that I have heard states that there is a lack of stimulating academic and intellectual atmosphere on the Wellesley campus. Perhaps if the attitude of the students was more receptive, the teachers would seem more stimulated. Organize coffees and breakfasts and invite the faculty members; challenge your professor to a debate; formulate a plan for improvement and submit it to the department of your major. Instead of listening to those girls babble about the fattening food, broach the subject of Tillich's theology or Johnson's hypocrisy. And if you should be bored in spite of all this, there is a world of genius which you have not even touched within the 408,000 volumes of Wellesley's libraries (and if you allow the judgment of a lazy freshman down the hall to deter you from going to the library, you deserve to be unhappy!).

Wellesley is not a Utopia, and I'll be the first one to admit it. Yet I too have friends at Harvard, Stanford, and UCLA who are far from being content with their education. The basic problem at Wellesley does not lie with the faculty and the administration, but instead with those students who blindly criticize and refuse to see some good. Perhaps if those of you who are unhappy would stop emphasizing what Wellesley owes you and start realizing what you owe to Wellesley, you'd be much better off.

Sincerely,
Susan Andrews, '71

Thump!

To the editor:

Thumper always said, "If ya' can't say sumpthin' nice,, don't say nuthin at al." But to say "nuthin nice" when one can say sumpthin' nice' (to be sure, far from every reaction was negative), might show not freshman discontent at all, but author's prejudice.

Rebecca Clowney '71

WELLESLEY NEWS

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Relaxed Atmosphere Impresses Wellesley Girls
MIT Exchange Day Participants Foresee Change

by Linnea Priest '70

MIT classes are relaxed — this is one of their aspects which pleased many of the Wellesley girls, who participated in the Exchange Day, Wed., March 13. All were enthusiastic about the experience; some confessed that their stereotypes of MIT students had changed for the better.

"I was really impressed," said Anne Howden '70. "There were some things that bugged me — chatter in the back of big lectures, people straggling in and out, and the boy next to me who was eating his lunch. But I was impressed by the caliber of the students and by the humanities class that I went to."

Relaxed Attitude

"I was interested in the difference in classes, especially in psych, which was physiology-oriented," commented Charlotte Mitchell '70. "I went to Morrison's lecture on relativity. He was electric. It seemed like none of the students ever took notes. The whole attitude was completely different. It was more relaxed," she added.

Nancy Arneson '71 noted, "Between the teacher and student there was more of something than there is here — more rapport? It was more relaxed, more enjoyable; there was more humor. It seemed to make the whole thing more interesting."

Aggression, Concreteness

"One thing that impressed me was the kind of question the guys asked," Margaret (Betsy) Goehner '70 pointed out. "We'd say, 'I don't understand or 'Could you explain?' The guys were much more aggressive. They'd state a point with a great deal of assurance. I think the guys seemed to feel more on a par with the teacher. I was amazed by their outspokenness. They would just downright tell a professor he was wrong. They weren't the most conservative type of student."

Marilyn Hagstrum '69 commented, "In the philosophy class I went to I was really impressed by the professor's concreteness."

Not all comments about classes were favorable. Susan (Barry) Baronoff '70 stated, "The discussion on role-playing in 'Psychology of Environment' did not even approach the level of Sociology 102. Perhaps the class would better discuss the psychological effect of the environment of the MIT classroom complex, which is stultifying."

Helpful Students

The students at MIT were also the subjects of Wellesley observations. Charlotte said, "I put on my lost freshman look and got lots of help. The guys were so nice and helpful. Some were well-rounded — I mean they weren't totally science-oriented and narrow in their point of view."

Another student stated, "I didn't think there were any cool guys. Even the ones that looked cool weren't after you started talking to them."

"I wasn't overly impressed with the people I saw," contributed a second girl. "A fair number were unkempt — clothes and hair."

Nancy commented, "I was impressed many of the boys were better than I expected."

"The people were incredibly outgoing," emphasized one Wellesley girl. "They really wanted to help you, talk to you about your impressions. They were not, in toto, a very esthetic-looking bunch, but that's beside the point."

Changes for Wellesley

Finally, many of the girls who "exchanged" had suggestions to make about the ways that cross-registration may change Wellesley.

"I think MIT may make boys into people again," Marilyn pointed out. "We'll have contact with boys in the role of friends. A new point of view is great, and I think MIT can offer concreteness instead of abstract fluff in conceptualization."

Barry noted, "I was pleased to see a professor whose class I'd attended at MIT guest lecturing in one of my classes the next day. An academic exchange with MIT should be more than a matter of eighty students travelling a few times a week."

One girl who attended six classes concluded, "I felt really awake in all the classes I went to. Somehowe, there seemed to be more competition. Maybe the boys will bring it with them when they come out here. I was really stimulated and could feel my brain working. It was great."

Wellesley To Vote: CHOICE '68

By Ivy Walker '69

Over one thousand colleges and universities throughout the United States, including Wellesley, will be participating in CHOICE '68, a presidential primary, sponsored by Time magazine.

To give CHOICE '68 national impact, the college elections will be held April 24. The executive office at the National Collegiate Presidential Primary provides promotional materials to publicize the Primary on the campus.

National Sponsorship

TIME Magazine has agreed to underwrite the cost of the national organization and administration of CHOICE '68. The program will be run by students, however, and all decisions regarding the election will be made by students. TIME has undertaken the cost of CHOICE '68 as a public service because it feels the importance of giving college students the opportunity to express their opinions.

There are three basic functions of the sponsoring organization (Forum at Wellesley) on each campus: first, to organize the election machine, i.e., the polling places, poll workers; secondly, to publicize the event locally; and finally, to regulate the election to see that it is run fairly.

Ballots, provided by the Executive Office, will be structured to allow for the fullest and widest possible expression of opinion. The voter will indicate his age and political party affiliation or preference (Democratic, Republican, Independent, Third Party, or none). Presidential candidates will be grouped by party, but students will be allowed to cross party lines.

Voters will indicate three choices for President. Only the first choice will be used in the actual primary tabulation; the second and third choices will be used for statistical analysis. There will also be three referenda issues, each with four to six possible responses. Immediately following the voting, ballots will be sent to computer centers for tabulation.

All information and results will be considered public information, available upon request. Local and national media will be informed of the results. Each school will announce the results of the balloting on its campus simultaneous with the announcement of the national results.

According to James Reston of the New York Times, "The politically conscious university students are potentially a very powerful political force in this country. Their intelligence and energy could be critical, and in many places even decisive, if they really got down to the hard work of helping the best candidates available. It all depends, however, on whether they want to dream or work."

CHOICE '68 may be a symptomatic step toward student involvement in the presidential campaign. The impact of several million of the nation's youth expressing their opinions together is expected to be enormous.

Publicity for CHOICE '68, including candidates' profiles, news releases, addresses of campaign headquarters and sample ballots, will be available in the El Table.

Ballots will be placed on the doors in the dorms on April 23 and collected April 24. Anyone interested in working with CHOICE '68 should contact Ivy Walker '69, campus coordinator.

Citizens' Com. Brings RIOT to Wellesley; Student Rates For Controversial Play

Riot, the controversial play presented at the Arlington Street Church will come to Wellesley. Two shows will be performed at the old Dana Hall gymnasium on Cameron Street, Sat. March 30.

Wellesley's ad hoc group for Riot, led by Constantine Simonides, assistant to Howard Johnson, president of MIT, will underwrite the production for one night. Last Sunday, about ten Wellesley citizens and Kris Olsen '69, acting as the College liaison, met to complete the details of financing, publicity, and contracts.

Directions to the Dana Hall gym will be provided, and there will be transportation from the College. The director of Riot, Julie Portman, insists that the audience for each performance be limited to 200 because part of Riot's impact is its low actor-to-audience ratio.

The college has been allotted 74 tickets, 37 for each performance. Fifty student tickets are to be sold at $1.50; after these are gone, the student price will be $2.50.

Tickets will be on sale Fri. March 27. They may be obtained by calling Kris Olsen (237-9119) or Jean Kanuman (237-0387).

The citizens of Wellesley have also invited College students to discussion sessions Sunday after Riot. Places and times will be announced at the performance.

SPRING SAILING

Registration for A.A. spring sailing will be Mon. and Tues., March 25-26 in the El Table, 1:00-4:30 p.m. Cost is $1 for five lessons. Beginners' and pre-skippers' classes are offered.

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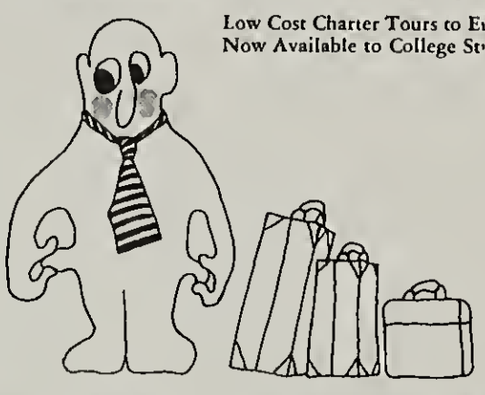

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S.T.O.P. TOURS
STUDENT TRAVEL OVERSEAS PROGRAMS

Hasty Pudding Cooks Up Well-Done Show

by Barbara Schlain '69

While the number of show-stoppers in a production is hardly indicative of its overall quality, it is related to the show's success in establishing a mood. The Hasty Pudding Show traditionally counts on its transvestite chorusline as a surefire one. This year, it has at least two, as well as several almosts.

The plot of All the Queen's Men is, expectedly, a bit thin. That insatiable Russian empress Catharine has decided to try legitimate love for a while, and has narrowed her mating choice down to Prime Minister Basil and Secretary of State Boris. News of a peasant rebellion forestalls the final word, however, and Kate decides to turn peasant to discover the trouble. En route, she falls in love with Joe Studevitch, a mailman who is more or less affianced to Hotlana, the hefty leader of the rebellion.

Back at the Ranch

Meanwhile, Boris and Basil plot independently to steal the crown jewels. Having been rejected by Joe in favor of his aggressive peasant, Kate returns to the palace, and, undaunted, hatches a second plot. Boris is dispatched to seduce Hotlana; he fails, and Basil takes up the role, mistakenly winning over Joe's corpulent mother instead. Kate's fertile brain conceives a third scheme, which is equally abortive; Boris preserves her throne; Joe's actual parentage is discovered (a la Humphrey Clinker); Kate agrees to let true love run smooth; and they all live happily ever after.

The plot is obviously calculated to yield a maximum of weak puns and stronger dity jokes, and scriptwriters Josh Rubins and George Birnbaum have certainly maximized. Example: "Time wounds all heels." Example: "I've never seen a Russian dressing.' Not to mention every-other-line allusions to the way in which Catherine met her death.

Professional Polish

Rarely is an amateur theatrical (of the original musical comedy sort) graced with a professional polish. This one is, however, and that light touch of expertise transforms it from run-of-the-mill college farce to something at least above-average, if not downright excellent.

Probably the most credit goes to director Billy Wilson, whose talents as choreographer are put enlisted in the purely Terpsichorean scenes. Wilson seems to have an inner sense of what looks effective on stage, and his artistry is in evidence everywhere, from the skillful Boris-Basil double image, to Hotlana, untimely donning of her kerchief, to the vaudeville of the Basil-Studelin duet, to the masterly early-motion-picture jewel theft.

Wilson's choreography is generally superb, especially in the tavern scene; the dances seem to belong, rather than to have been merely inserted, and even the kickline seems better this year.

Wilson's pacing keeps the show from dragging, and in this he is aided by Peter Larson's unusually catchy and tuneful score. While Josh Rubins, lyrics are too often unintelligible, when understandable, especially in "Kate IS Great," they seem to indicate more talent as a lyricist than as a scriptwriter. Certainly, any songwriting team that could produce "Odessa" has destiny written all over them. The plaintive "Nothing But Him" is melodically beautiful, and its lyrics safeguard it from sentimentality. Also noteworthy are "The Jewels of the Crown," "I'm Gonna Get My Man," and the kickline's "The Early Bird Gets the Worm."

Pudding Players

The cast in general lives up to its direction. Frank Reece makes a fine, lusty, hairy-legged Kate; though his voice leaves rather a lot to be desired, he carries off the ostrich-feather-swinging "Lover Number One" like a born chanteuse. Paul Mancuso's Hotlana is more on-key and is properly melodramatic. David Foster struggles manfully (?) with the rather superfluous role of Nanny. Peter Gilbert's Joe is an unbelievable stud and a perfect dumb dullard.

David Paterson as Basil and Nick Clark as Studelin steal the show with their soft-shoe "Odessa." Ron Porter as Rasputin displays the most beautiful awareness of movement on stage that this reviewer has ever seen, even when he merely snaps his fingers.

All the Accoutrements

Peter Johnson, Peter Ivers, and Susan Brown have done an excellent job on sets and lighting, particularly on the opening set, which fully merits the applause it receives.

Admittedly, much that is good in this 120th offering of Hasty Pudding Theatricals is not original. Certainly, the flickering lights have been used before, as has the comic insertion into a love song of a theme from a Romantic piano concerto there, Rachmaninoff's Second). However, this reviewer has neve rseen a use of the first device to parallel the skill in this production.

Two years ago, the Crimson's review of our Junior Show said it easily surpassed the Pudding show. That may have been the case; things have changed in two years.

College Treasurer Henry A. Wood, Jr. Explains Financial Status, Investments

"I am the first to admit that perhaps Wellesley's investment policy has not been as venturesome as McGeorge Bundy advocated in his Ford Foundation Report, but perhaps we have been more venturesome than some other colleges," said College Treasurer Henry A. Wood Jr. at the economics department dinner last Monday, March 11.

Wood presented a detailed analysis of Wellesley's financial status and evidenced a respectable distaste for debt financing and "venturesume" investment policies for Wellesley's money.

Increased Strength

While Wood has held the office of College Treasurer, Wellesley's financial strength has increased. Wellesley's total assets have risen from $31,055,000 in 1949-50 to $97,776,000 in 1966-67. During this period, the College's investment portfolio and endowment both have grown by $55,506,000 so that Wellesley now has over $72,651,000 in its endowment, with a market value of $107,151,000.

Wood pointed out that the most useful gifts of funds are those which permit the Trustees to spend both the income and the capital for any purposes they wish. Such unrestricted gifts are valuable because they can be used to boost faculty salaries, which should increase regularly and which will probably never be endowed. Furthermore, faculty salaries probably will never become a focus for government financial aid, while Wood expects that federal financial aid to students will increase.

Government Loans

When one professor suggested that Wellesley might accept government loans for upkeep and construction of buildings and consequently free up more of the College's own financial resources to boost faculty salaries, Wood evidenced considerable reluctance. "I do not like to sign notes for the College," he said, "I do not think we need to. I just want to be out of debt."

Miss Virginia Sides, administrative vice-president, added that "as a fundraiser, you are in a better position to seek gifts from alumnae if Wellesley is out of debt."

Fund Drive

She reported that as soon as Wellesley successfully completed a $15 million fund drive for faculty salaries in 1964 it embarked upon a $21 million drive which Miss Sides hopes to complete by 1970. So far $9 million has been donated toward this goal.

When asked whether recent academic and social regulation changes, including parietals, had caused alumnae to cut back their gifts, Miss Sides said such rumors were "entirely unfounded" and that gifts had not decreased because of the recent changes.

Diverse Portfolio

Common stocks make up the largest portion of the College's General Investments, Wood explained. As of June 30, 1967, common stocks made up 55.92% of the total market value of Wellesley's portfolio. Next rank bonds which make up 35.24%; liquid funds make up 4.75%; preferred stocks, 3.54%; and miscellaneous, 0.55%. Wood hopes to increase the proportion of common stocks in Wellesley's portfolio. "Common stocks are Wellesley's hope for the future," he said.

One third of Wellesley's total holdings in common stock are made up by the ten corporations in which Wellesley has its largest equity holdings. They are, in descending order, IBM, Texas Oil and Gas, General Motors, Merck, Standard Oil of New Jersey, American Telephone and Telegraph, Union Oil of California convertible preferred, Travelers Cor. and Sterling Drug convertible preferred.

Cross Registration

In reply to a student who asked whether financial strains would force Wellesley to merge with a larger educational institution in the coming decades, Wood said, "The merging of a women's college is not so much for financial reasons as for other reasons. The cross-registration with MIT is not a merger. It is not meant to be one, but I think it is nice."

Concerning Wellesley's financial future, Wood seems confident: "We are in good shape and can weather tough times, if they come up."

Wellesley-MIT Orchestra Performs Rare Modern Works

By Suzanne Cinal '68

To re-employ a military metaphor, a mutual pacification program was undertaken by the Wellesley-MIT forces on Sun., March 17, in Kresge Auditorium, as both sides contented themselves with a diversion of their aggressions toward musical instruments. Enough.

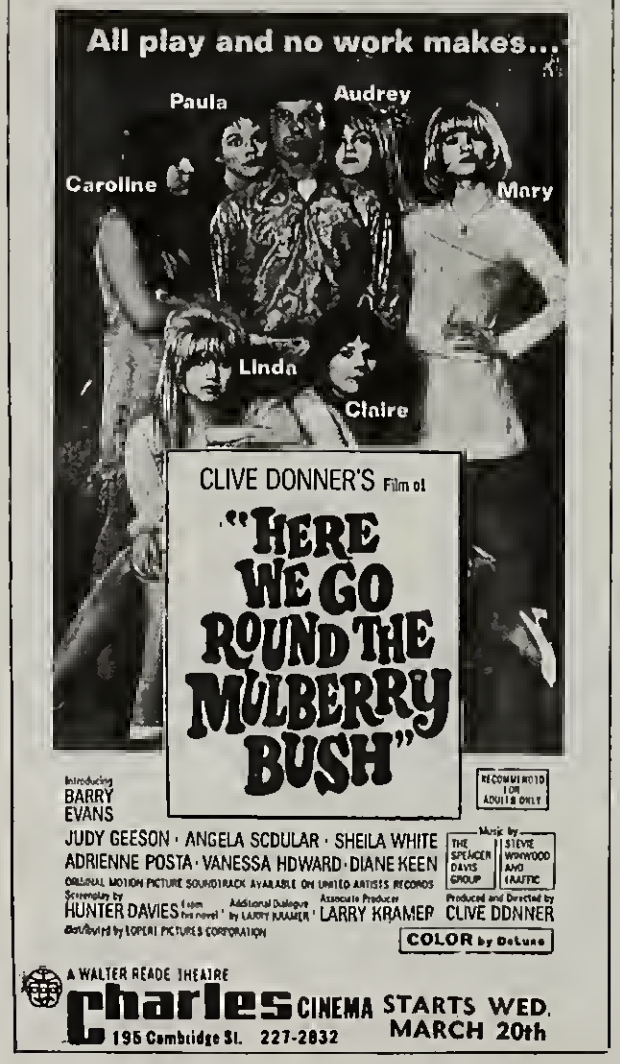
The concert presented the program of the MIT orchestra's forthcoming midwestern tour, in which six Wellesley musicians will participate. They are Shelley Cross, Nancy Mitchell, Wendy Nierenberg, Janet Pucker, all '70, and Karen Sulzer and Irene Wang, both '69. The orchestra draws additional resources from Boston University and the New England Conservatory of Music.

Concert selections included two frequently heard pieces, Rossini's Overture to "The Italians in Algiers" and Brahms' Symphony No. 2 in D Major, and two beyond the standard repertory, Nielsen's Concerto for Clarinet and Orchestra and Schoenberg's twelve-tone Accompaniment Music to a Film Scene. These latter pieces proved to be more successful choices for a number of reasons.

The Schoenberg piece is so rarely performed that the obstacle of an entrenched interpretation does not exist. David Epstein's conducting sustained the intensity of the depicted states of fear, danger, and catastrophe. The uneven quality within the orchestral sections was not apparent, the obligato bylines delivered by the more competent players.

The Nielsen piece had an excellent soloist in Ray Jackendoff, an MIT doctoral candidate in linguistics. His technical competence and musical sensitivity assured a thoroughly fine performance.

The persistent problem of the evening involved the emphasis on the cello section at the beginning of movements. The initial uneasiness produced by poor intonation was most unfortunate in the Nielsen and Brahms. The greatly disparate ability of the musicians of the combined effort, at times convincingly professional, at times accounted for the uneven quality noticeably amateur.



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RIGHT HERE IN WELLESLEY

Summer Supplement

Summer Programs Here, Abroad Look For Students

By Barbara Furne '69

When spring comes, a young girl's fancy turns to . . . plans for summer, naturally. The routine of job-hunting and travel plans assumes a cosmopolitan flavor when there is a possibility of working or traveling through Europe. Many tours, student employment agencies, and study programs provide help for summer placement abroad.

The following information serves as a basis for either travel, study, or employment opportunities in Europe. Further information may be obtained by writing the agencies cited.

Summer in France

From the Office du Tourisme Universitaire et Scolaire comes general information for students regarding summer in France. If you are thinking about sailing to Europe, the Office suggests that you write to the following: 1) Council on Student Travel, 777 United Nations Plaza, New York, N.Y. 10017, and 2) N.B.B.S. Netherlands' Office for Foreign Student Relations, Pier 40, North River, Room 318, New York, NLYL 10014.

By providing proof that she is a registered undergraduate student in a college or university, a student may obtain an International Student Identity Card from the NSA, 265 Madison Ave., New York, to entitle her to benefits such as student housing, restaurants and reduced museum entrances. A handbook on student travel, hotels and restaurants may also be obtained.

Student cafeterias in Paris, subsidized by the French Government, are open during the summer to foreign students holding the International Student Identity Card. Tickets and a list of cafeterias may be obtained once the student is in Paris at: C.O.P.A.R. 39, Ave. de l'Observatoire, Paris 5eme.

Information concerning summer courses offered at schools and universities in France, and procedures for registration for courses is obtainable from the Service Pedagogique, 972 Fifth Avenue, New York, N.Y. 10021. To serve students taking summer courses in France, the French National Railroads offer a 30% reduction on roundtrip tickets to and from French universities. The French National Railroads, 610 Fifth Ave., New York, will supply further details.

Camping: Alpine Style

An increasingly popular way to travel, camping, has now become organized into a 21-day tour through Bavaria, Austria, and Switzerland, this August, for $555. A North Carolina Wesleyan College professor, Vance Mizelle, will lead a group of 30 college students on the Alpine Camping Tour this summer, the first of a series of college-oriented trips under the sponsorship of Lufthansa German Airlines.

The group will fly jet to Germany on August 3, travel on a private chartered bus on an itinerary which will include Munich, Salzburg, Innsbruck, Zurich, Lucerne, and Interlaken, and will arrive in time to see the music festivals of Salzburg and Bregenz. A folder and further information can be obtained by writing to Professor Vance Mizelle, North Carolina Wesleyan College, Rocky Mount, N.C., 27801.

Summer Study in Africa

Not all those who are traveling look toward Europe. In fact, for those interested there will be an American Study Program this summer in African studies, open to college and secondary school faculty, and upper level college students. Organized by Dr. Melvin Drimmer, executive director of the American Forum for African Study, the program will use the University of Ghana and the University of London as sites for the six-week intensified program in African Studies.

The group of participants will leave New York on June 29 for a week in London, where they will receive an introduction to African studies from British scholars, such as Basil Davidson and Thomas Hodgkin. They will then fly to Ghana for five weeks of courses and field work at the University of Ghana, under Professor J. H. Nketia. After stops in West African countries and Paris, the group will return home on Aug. 12.

Student scholarships are available for the program. Further information about the study group can be obtained from Dr. Melvin Drimmer, American Forum for African Study, 1188 Briarcliff Rd., N.E., Atlanta, Georgia 30306.

Copenhagen College

This summer, the International College in Copenhagen will conduct two programs: a five week Summer Session in Denmark, and an eight week Summer Tour of Northern and Eastern Europe, to "explore life in the capitalistic Scandinavian welfare states, in the socialistic Soviet Union, Rumania, Hungary, Czechoslovakia and Poland, and in the divided city, Berlin."

The goals of ICC, "international knowledge, understanding, and friendship," are the reasons behind the summer programs. Discussion, seminars, field-trips, and social gatherings with young Danish and other foreign people will serve to fulfill their goals. Interested students may write to: International College in Copenhagen, Hellerupvej, 88, 2900 Hellerup, Copenhagen, Denmark.

Jobs in Europe: ASIS

The American Student Information Service, the only authorized, government approved organization for placing American college students in jobs in Europe, was founded in 1958. The program claims its success is based on two factors. First, ASIS offers a job in Europe to every college student in the U.S., whereas government and religious organizations limit themselves in their operations, and secondly, ASIS is the only organization that maintains headquarters and offices throughout Western Europe.

The ASIS can place students in temporary summer work in Great Britain, France, Germany, Switzerland, Italy, Spain, Sweden,, Finland, Norway, Luxembourg, Belgium, Holland, Austria, Israel, and Liechtenstein. Job categories range from resort hotel work, office and factory work, to child care, sales, hospital, and camp counseling work. Room and board are usually provided free; if not, the student worker lives in the city where he works, with living accommodations pre-arranged by ASIS.

ASIS Program Orientation

A unique part of the ASIS program is the 5-day orientation that takes place in the Grand Duchy of Luxembourg. The orientation is designed to give students experience in native European situations, (with blackboard sessions and tours), such as how to save money, low-cost transportation, and inexpensive living quarters.

This program is a mixture of travel, study (informally), and work experience. Students interested in work in Europe should write to Dept. VI, American Student Information Service, 22 Avenue de la Liberte, Luxembourg City, Grand Duchy of Luxembourg.

Summers abroad, whether in Europe or Africa, provide more than an acquaintance with a new language.

Many students believe that a real opportunity for better understanding between countries finds a starting point in summer traveling experiences.

Jobs Abroad Exist-- In Meagre Numbers

"Do not go to Europe to make money. Most available jobs are menial ones, and will cover only 'your living expenses," comments Mrs. Elfreide MacLaurin, placement counselor.

The jobs available each year depend on the labor market, she noted. Often the employer must prove that he cannot hire someone from his own country for the job, and people do not go out of their way to hire foreigners.

Mrs. MacLaurin stated that the labor market in Spain and Italy is such that employment there is unlikely. In Germany the labor market is more open. However, she stressed, "It is hard enough to get summer jobs in the U.S. People just do not want temporary help."

The Placement Office has no actual listing of available summer jobs in Europe, but its notebook on summer employment abroad recommends several agencies to contact. "The best organization is AIESEC," states Mrs. MacLaurin. Other suggestions include the U. S. National Student Association (USNSA) and the Council on International Educational Exchange (CIEE).

The 1968 USNSA Exchange Visitor Program is open to any college student over 18 who has had previous work experience. Students are provided with an official entry permit enabling them to look for jobs in either England or Ireland. They must attend a two-day orientation to find out which companies are offering jobs and how to get them.

While this advice makes it easy to find employment, the USNSA does not actually place the student in a job. It is ultimately the individual's responsibility to secure a job.

A $55 fee covers the cost of the entry permit plus room and board during the orientation program. The application deadline is April 21. More detailed information is available in the Placement Office.

CIEE acts as a clearing house for information on student travel. Their fact sheet on employment lists various sources for further reference. A list of critical questions is included to help in evaluating pre-national material, since CIEE itself does not evaluate the programs.

The pamphlet stresses the necessity of a working permit for short-term, unskilled labor abroad. The working condition regulations of each European country are listed.

Several trainee programs are cited. These provide on-job training abroad in the student's major field of interest. Specific qualifications and skill levels are needed.

One such program is run by the International Center of the University of Louisville. For six weeks students work at salaried jobs in commercial firms in Paris, followed by three weeks of independent travel. College students between 19 and 26 who are proficient in French are eligible. The cost is about $551 (including transportation).

The Camp Counselor International Exchange Programs offers an opportunity for work in France. Students must speak French fluently and offer previous camp counseling experience.

Charlotte Ward '68 comments, "This is an excellent opportunity to escape tourism completely, become more fluent in the French language, make close friendships with French students, learn about the French through their open children. Yet it is by no means a glamorous existence."

Two other possible sources of jobs are the American Student Information Service and International Student Travel Center programs. The $150 placement fee is high and the jobs are menial.

Mrs. MacLaurin notes, "The only enthusiastic reports I have received from students who have gotten jobs through one of these organizations are from those who have worked in Germany."

NBBS Offers Inexpensive Travel In Europe

by Penny Ortner '69

The NBBS (Nederlands Bureau voor Buitenlandse Studentenbetrekkingen), which in English is the Netherlands Office for Foreign Student Relations, is the largest, non-profit student travel organization in the world.

This enterprising, student-run agency offers extensive summer operations for students, including low-cost trans-Atlantic transportation (charter flights on KLM and student sailings on the Holland-American Line); charter planes and trains throughout Europe; nine student-run hotels in Europe; a sailing camp in Leeuwarden; a nightclub in Amsterdam; student sight-seeing tours in Holland, Russia, Eastern Europe, Greece, Turkey, Israel, Italy, Yugoslavia; and six expensive Grand Tours of Europe for American college girls who travel in groups of four or six with run NBBS tour leader - a young Dutchman from one of Holland's universities.

Student Board

NBBS seeks to provide a strong link between Dutch and American students. The 40 year old concern offers inexpensive travel to Dutch students and to any American student who can show proof of his student status.

The agency is run by three professionals and a student board of six. The members of this board take a year off from their studies to work for NBBS. They are joined each summer by an enthusiastic force of Dutch students who work as volunteer hotel managers and tour leaders. This summer staff receives free room and board and an opportunity to travel and to meet students from all over the world.

Campus Reps.

The NBBS organization also depends upon over 60 representatives on woman's campuses in the United States. At Wellesley, Jane Michaels '68 is presently the NBBS representative. She has information about flights, sailings, and tours — particularly the Volkswagon tour in which over 200 female students participated in 1967.

The bus tours begin in mid-June or early July. For those starting in July, NBBS recommends going to Europe on the June student sailing. Students begin their travels with a special shipboard orientation. This includes lectures, language courses, student entertainment, and shipboard recreation. Last summer in addition to the Holland-America Line's staff of 300, NBBS hired 35 European and American professors, travel experts, and entertainers. Thus, in eight days of shipboard living, students begin to familiarize themselves with new foods, languages, and customs.

Student Hotels

Those tour members who are not so anxious to spend eight days of their trip onboard ship can also travel on one of the NBBS charter flights. The first leaves June 19 and returns Aug. 10; the second leaves July 9, returning Aug. 29.

Once in Europe students may stay at any of the NBBS student-operated hotels in London, Amsterdam, Rotterdam, Rome, Paris, Blanes and Peniscola (Costa Brava, Spain), Ibiza (the Balaeres Spain), and Lake Garda (Italy). These are not youth hostels; they are class B student hotels, staffed by Dutch students. Through activities such as these NBBS offers more than sightseeing in Europe. It enables international students to meet and travel together.

College girls and their NBBS Dutch tour leader spot Big Ben from a Volkswagon bus.

Room f: Functionally Flexible

By Betty Demy '69

Room f, which opened this year with an uncertain future and a few dedicated volunteers, has survived with an easy-going and informal attitude. Janet Conn '68, the organizational head of Room f, admitted, "I was discouraged in the beginning, but the people who came to the first meeting were interested and had good ideas. So I decided to give it a try."

Remodeling was done in the fall; small tables were made and Janet said, "the college was very cooperative and provided the paint and the electricians." She emphasized that no change was made in the informal atmosphere of the coffee house and the "non-professional" attitude, the dirty ashtrays and the all but antiseptic floors, makes Room f fun.

Flexibility

This informality has carried with it a flexibility in the structuring of Room f. With a small corps of 30 volunteers, Room f can handle any amount of business, although one person can usually take care of the work. Even when not officially opened, Room f has served as a place for small gatherings. Chris Cooper '68, who takes charge of the entertainment, keeps a list posted for any organizations wishing to sign for the use of Room f. SDS holds meetings there; the draft counseling group reserves Tuesday evenings; informal seminars and discussion groups, extensions of more limited classroom debates, migrate there; and recently, Al Lowenstein spoke there about McCarthy's campaign.

New Schedules

Room f has changed its schedule, in keeping with its versatility, to accommodate the new library hours. "The volume of food consumed during the dinner hour has gone up tremendously in the last week," Janet noted. At the same time, she suggested that Room f might open Saturday and Sunday afternoons if students were really interested. There is also a chance that Room f might venture out in the spring and be an on-campus outdoor cafe.

As an additional lure, Room f has increased the variety of food it serves and has decreased the prices. Janet explained, "While continuing people that we exist, profit is not our goal, there is enough for profit-sharing at the end of a term and each volunteer receives about 30c an hour." On some items no profit is made. Mrs. Philip Phibbs, wife of Mr. Phibbs of the political science department, donates "fantastic" homemade cookies and so far, has sent over $100 to CARE in Room f's name.

Organized entertainment at Room f is confined to the weekends and is limited since the performers cannot be paid. Chris makes sure that there is entertainment after campus plays and on special weekends. During Winter Weekend, Room f had capacity crowds. On any Friday night Room f goers can hear a blues guitarist, Shelley Hindley, who has become a regular at the coffee house. "With guidelined entertainment," Chris said, "we get good crowds, but unfortunately we would need more regular publicity to attract larger groups."

Janet would like to see Room f expand and offer more exciting weekend performances. "During the week, it's just a matter of

Students study, discuss, and organize, as well as snack, in room f.
Photo by Jenny Cook '69

'Hogans' Goat' at Theatre Company of Boston More Intellectual Than Dramatic Experience

by Barbara Cutts '69

Hogan's Goat, given by the Theatre Company of Boston, works better as an intellectual experience than as a dramatic one. William Alfred's play deals with potentially interesting issues; we see the prideful Matthew Stanton chafing against and then abandoning and debunking the bonds of his shaky Catholic faith when he finds that he cannot both keep conscience as a Catholic and run for mayor of Brooklyn too. And we see the deeper embroilment this causes in his private life with his pure and devout wife, in a sphere that proves to be far more difficult to manipulate than the public one.

One's attitude toward the corruption of Matthew's character could for a time be complicated by the outlet his Irish pride takes. He runs for mayor as a candidate of reform against the present corrupt Mayor Edward Quinn, and against his priest's, Father Coyne's, advice to keep the peace and preserve the status quo. This would seem to be a good aspect of Matthew's pragmatic philosophy, as an expression of his genuine concern for the improvement of this world.

Public and Private

The relationship between the public and the private conscience, especially in city politics, is an important one, and later, his wife Kathleen's dilemma of whether to be "a woman or a nun," — whether to follow her husband or her God and conscience, is, on the personal level, even more important.

But the characters seem prototypes more than people, and these issues never take full hold of the audience's feelings, partly because of weak acting, but also because of defects in the play.

Conventional Tragedy

The conflict of spiritual and worldly values in Matthew's character soon dissolves as his psychological motives, a watered-down, self-ashamed lust for power and a desire to hide his weakness of character, becomes apparent. Ralph Waite also lacked the stature to create a vitally interesting Matthew. One never felt charmed enough to believe in his professions of love to Kathleen or sincerity to Father Coyne, but received them merely intellectually, as rationalizations. This severely undermined the tragedy of his downfall, and made it the more conventional and theoretical.

One's interest centered on Kathleen when Matthew got tedious, but this role lost some poignancy because of Matthew's obviousness. Joan Potter played Matthew's wife with at times dampening stiffness, which was perhaps a just interpretation of Kathleen's naivete. The characterization gave her an emotional shallowness which tended to undermine the audience's curiosity as to whether she was a woman or a nun.

That she had it in her to make the decision to leave Matthew at the end came as something of a surprise, and her martyr-like death was a shock. Of course one remembers that this is what happens to virtuous women ensnared by that handsome hustle, Fate, but in the rest of the play she just wasn't the sort of person one imagines as having to cope with death. Her goodness lacked the depth of Matthew's corruption, and her saintly death at the end wasn't enough to controvert this.

Hogan's Coffin

The play seemed again and again more successful at suggesting drama than in really bringing it to life. A curious fact haunting the play is that Agnes Hogan, a fascinating woman whom Matthew has previously used and destroyed as he is presently doing to Kathleen, never appears on stage except in a coffin.

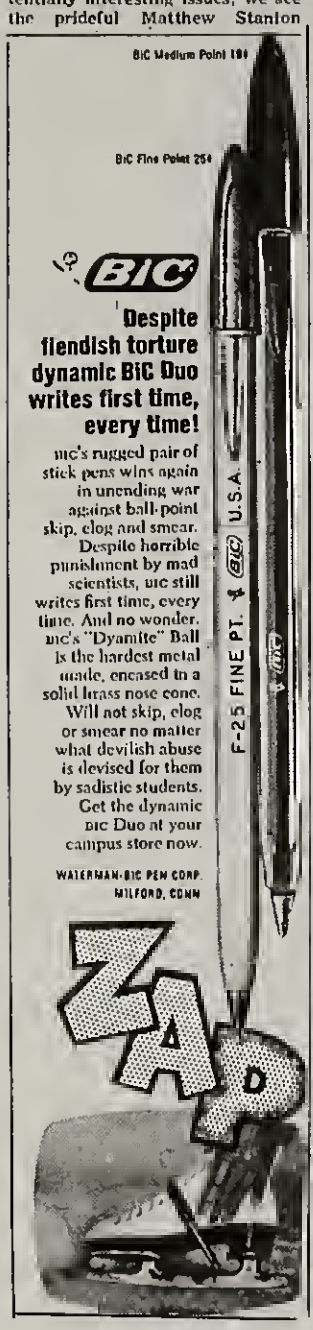
She thus has greater intellectual significance, being the finished product of Matthew's destructiveness. Yet Agnes Hogan also detracts from the attention given to the present suffering of Kathleen. Kathleen seems but the second-best shadow of the free spirit that Agnes sounds like. A potentially moving scene between Kathleen and the whore Annie Mulcahy ends abruptly and trivially before either woman seems to reach an understanding of the other. Instead of moving the audience, the ladies get drunk.

Good Supporting Roles

Many of the supporting roles were excellent, however — often better than the leads. Guy Spaull played Father Coyne finely, giving humanity and warmth to the religious conflicts in the play. And Michael Currie successfully conveyed both the gruffness and the pathos in the part of Mayor Quinn.

The play is written in blank verse, and the language at times captures the essence of rich and colorful Irish speech. But it also seems to lack a strong dramatic function, for, with an abundance of similarly polished smiles flowing from everyone's mouth, the language often fails to serve as a distinguishing and delineating force, except in a crude way in minor characters.

The seriousness and importance of the issues is consequently muted. They are clearly there, but they lacked a full and sustained enough human embodiment to make them come alive enough to be cared about.



University Of Toronto's Bissell Discusses School, War, Draft

by Joanne Kates '71

"I suspect that in terms of resources, both human and material, Harvard is the greatest university in the world today." So says Dr. Claude T. Bissell, President of the University of Toronto in Toronto, Canada. Dr. Bissell is spending this year (his sabbatical leave) organizing the Department of Canadian Studies at Harvard.

Asked about the differences between the Canadian and American systems of university education Dr. Bissell stated that the differences spring from the way in which the student is selected. The student at an Ivy League or Seven Sisters school emerges after a long selective process. The fact that Canadian admissions selection is purely mechanical (anyone with a certain standing is admitted) leads to greater separation between the institution and the student.

Students at Harvard are more closely identified with the institution. They are "very critical of it but devoted to it." Partly because of the residential factor, some American schools have a far more elaborate scheme of personal attention than their Canadian counterparts, eighty per cent of whose students are commuters. The Canadian system is far more laissez-faire.

"Big Brain Spread"

Because Canadian college students are not handpicked, many fail their first year. Dr. Bissell thinks this compulsion to stay in school may lead to a "sharper intellectual awareness." Most Canadian students must choose a field in their freshman year, and many of those who make the wrong choices are weeded out. Dr. Bissell finds this specialization necessary. Opposed to the American freedom in the first two years of college, he says that lack of concentration causes a "scattering of shots" and that there is "no substitute for the binding qualities of one's early education."

Dr. Bissell finds American student interest in Canada low. He maintains, "You can't be curious without knowledge. Americans don't know the fact that the French-English problem goes back to 1759."

Draft Dodging

In spite of this apparent disinterest there is an undeniable movement among American young men to avoid the draft by emigrating to Canada. Talking about a Canadian university's admissions policy towards draft dodgers, Dr. Bissell says that when judging an applicant his draft status is "not a consideration at the present time and probably never will be. We're concerned about knowing whether they have a degree and the qualifications."

He sees no indication of American antagonism to Canada for permitting draft dodgers to enter "but if it becomes a vast wave it could lead to tensions. It's a difficult thing to control. The only way to control it is to insist upon passports and tighten up border control. Dr. Bissell thinks such control would be unpleasant, but "If the U.S. were to go to war officially and have universal conscription, the control would be necessary."

Of the present situation in the United States Dr. Bissell says, "I feel very much concerned with the U.S., not as an innocent onlooker, but as somebody deeply involved in what they're doing. We have at least a triple crisis: the war, the racial crisis, and the weakening of the cities." He imagines that no other country in the world has such massive dissent against its policies, and now the scales may be tipped by this influence. The United States may be on the verge of deciding that there are limits to power. Victory mustn't always be seen in terms of material and physical power.

Dr .Bissell maintains that, "Far more crucial than Vietnam is the racial tension, because there you've got the centuries behind it." However he states confidently, "America has tremendous resources of idealism."

Students in Politics

Commenting on the relevance of political involvement to life as a student, Dr. Bissell notices a "very close correlation between academic excellence and political involvement." On the other hand, he says that "a university can't afford to be sentimental." It cannot excuse a student from his normal obligations. He thinks time spent in political activity is "a risk that a student takes but a risk worth taking."

Dr. Bissell calls student protest of the war in Vietnam "a healthy movement" and thinks student work in electoral politics, specifically in Senator McCarthy's presidential campaign, is great. He says this year may be the first time that students have a profound influence on an election.

Dr. Bissell feels that Canadians have a right to be politically involved in the United States, as do Americans living or studying in Canada. He cites the case of Americans who have led protests against Dow Chemical interviewers on the University of Toronto campus.

Fond of Cambridge

Dr. Bissell says he is enjoying his year at Harvard very much and is fond of Cambridge, especially his fine bookstores. He also maintains, "Widener Library is unparalleled among university libraries."

Speaking happily about his experience during this year, Dr. Bissell says, "The great virtue at Harvard is that it leaves you alone. It's a very individual university."

HOUSE PRESIDENTS

Carol Krumhansl '69 has been elected president of Stone Hall for next year. Ann Lambert '69 will be president of Munger. News regrets that Ann's name was omitted from the original list of new house presidents.

[March 21, 1968]

MIT's Professor Clemens Presents New Approach To Yalta; Second In The Program Of History 202 Guest Lectures

by Anne Trebilcock '70

In the second of a program of guest lecturers from MIT, Diane S. Clemens, assistant professor of humanities, presented a fresh approach to The Yalta Conference. She spoke last Monday in History 202, (twentieth century Europe) at the invitation of Leon Apt, assistant professor of history, who is also lecturing at MIT.

The previous week, Robert E. Herzstein, assistant professor of Humanities, spoke to the class on fascism and Nazi Germany. Apt feels that having guest professors speak about their specialties on a reciprocal basis is an important facet of the MIT-Wellesley academic exchange. He hopes to expand the program next year.

Tracing certain similarities in behavior patterns of the United States and Russia prior to the Bolshevik revolution, Professor Clemens suggested that at the beginning of the 20th century, there were no vital interests on the part of either nation in conflict.

She further hypothesized that had there been no Revolution in Russia, the Czarist government, by virtue of secret treaties, could have gained control of the Balkans, an area that had been her goal for 20 years, without any American complicity as was the case at Yalta.

In the 1920's and 1930's both the United States and the Soviet Union expounded theories of isolationism and collective security. For the Russians this philosophy meant turning eastward, trying to make gains in central Asia, according to Mrs. Clemens.

She cited several instances of Russian ambivalence in diplomacy, stating that by 1939 the Russian frontier was approaching its pre-World War I status.

Mrs. Clemens then examined the sources of the Cold War. As the Russian national interest was finally realized through territorial gains, a conflict with the power that was to oppose that very national interest seemed inevitable. In the 19th century this function had been filled by Great Britain; in the 20th, the United States has taken over this role.

And, whereas America has tried to divorce military and diplomatic policy, according to the professor, the geographical facts of the Cold War had been decided by the occupying Russian armies long before negotiations began.

The second overriding factor she noted in the development of the Cold War was American antipathy to Great Britain. This was a key factor at Yalta, where Stalin was able to play off American and British interests.

Using the issue of Poland as a test case, and working from the original minutes of the meetings, Mrs. Clemens has found concepts of democracy, independence and elections used equally in arguments by both sides, but with vastly different definitions.

The United States was anxious for Poland to establish a Western government, and was concerned with the pre-war status quo. Stalin, however, would accept only a government tied by the Lublin Poles, who were not at the conference because Stalin could not "find" them.

At this point of the conference, Mrs. Clemens asserted, the Soviet Union staged an effective tactical maneuver. Molotov announced that the Russians had decided to accept the American-backed voting system for the United Nations. Elated over the outcome of this long-fought battle, Franklin Roosevelt was more amenable to a Soviet solution to the Polish question.

Displaying a remarkable lack of coordination, the West then began to acquiesce quid pro quo. While Stalin was appeasing Roosevelt with his UN move, Molotov was trying to convince Churchill of the parallel of British interests in rebuilding France, and Russia's need to rehabilitate Poland.

Mrs. Clemens pointed out that the evidence of what Stalin planned to do in the two years after the settlement was all there: he warned that he would shoot any Pole of the London government, and left many loopholes in the voting procedures proposals. Churchill foresaw the abandonment of plans for the Western powers to observe the elections, but felt powerless to correct the situation.

Instead, Mrs. Clements feels, the differences at Yalta which led to the Cold War situation were glossed over by the West, and not the Soviet Union, in their dominant concern for the "agreement."

Fluent in several languages, Professor Clemens is working on a book on American-Soviet foreign policy, to be published by Oxford University Press later this year.

Because of her unique perception of the Yalta situation, she became the first American invited to address the Moscow Historical Society. She spoke to the Society last summer.

Diane Clemens of the MIT Dept. of Humanities discusses her interpretation of Yalta with History 202 students. Photo by Anne Trebilcock '70

Welch Discusses 'Collector's Universe,' Leads Tours Of His Collection In Jewett

by Candace Fowler '71

What kind of person can find a connection between John Donne's poetry and a series of brightly-colored modern monotypes, or between a crushed car radiator and a fossil? That's what several Wellesley students found out when they attended a gallery talk on the current Jewett art exhibition, "A Collector's Universe," given by the collector, Cary Welch, on March 14.

They found that Welch, an expert in Persian and Indian art at Harvard University, is a fascinating, dynamic and perceptive man, and the objects of his personal collection now on display at the College Museum reflect these qualities.

Personality, Too

Welch stressed in his informal remarks his belief that any collection shows to a great extent the personality of the collector. Each item serves as a link with the other pieces to form a unified collection (hence Monkey Link, the title of a poster by James McCracken, an American artist, commissioned for the show). Unless the collector feels he absolutely must have something, he is wasting his money to purchase it, and it will not fit into the unique pattern of his own collection. For example, at the age of fourteen Welch was offered an Aubrey Beardsley drawing for fifty dollars. He turned it down, and even though it would be worth considerably more today, he does not regret that decision.

The collection, which includes paintings, articles of craftsmanship and "found objects," and which ranges from a rococo chair to a rusted shovel head, is as intriguing as it is diversified. Welch commented on several of the pieces as the students lurked the gallery with him. Of one eighteenth century Indian painting, Palace and Gardens, Welch commented, "It's wonderful, horrible, awful, horrendous, . . . I love it!" One tiny bronze object, labeled Griffin, but actually a panther, he explained, was pinned onto clothing or armor in China in ancient times.

One highlight of the display is a unique square block of metal, apparently a modern sculpture, which is in actuality a crushed car radiator found in a junkyard. Another eyecatching piece is a bronze Indian betel nut box in the form of a fish, and the collection also includes a wooden turban stand. In the exhibition's very diversity can be felt a unity which can be understood more readily than anyone can explain it. The relaxed and informal nature of Welch's remarks greatly complemented the unique collection on display.

PASS-NOT-PASS

Students interested in discussing the number of Pass-Not-Pass courses a student should be allowed to take are invited to a meeting Fri., March 29, in the Pub Room at 4:15. Marshall Goldman, associate professor of economics, is chairman of the Pass-Non-Pass Committee of Academic Council.

REMINDER TO BOOK COLLECTORS

Essays for the Junior Library prize are due April 4. They should be submitted to the Rare Book Room in the library.

Ski Team Ends Difficult Season

The snow may have returned, but the Wellesley ski team ended its season with a giant slalom race at Mt. Cranmore, N.H. on March 10. This year's team suffered from a lack of funds and real active participation, but those who did race felt they gained for themselves from the racing practice and avid competition.

Although the team is classified as a division of Athletic Association, it operates as an independent group, receiving only minimal financial aid from A. A. According to Betsy Evans '70, head of this year's team, the squad's small budget probably discouraged many who did not want to use their own funds to race. Miss Barbara Danielson of Wellesley's physical education department acted as this year's coach.

Team Practice Difficulties

This winter's succession of blizzards and thaws, with periods of generally limp snow in between, made team practice in the Boston area difficult. Most of the girls, however, skied on their own whenever possible. And as a result, training was almost strictly personal. Betsy said that whenever a practice was scheduled, there was almost inevitably some conflict with papers and hurdles.

A member of the team, Mary Murtagh '69 said, "The ski team was not so much a team as a collection of the girls on campus who like to race." Apparently, many of Wellesley's good (and maybe) skiers prefer the Harvard-Wellesley ski bus to ski competition.

Wellesley races as part of the Women's Intercollegiate Skiing Conference, an association with members from about 20 schools in the East. The two meets Wellesley entered this year were WISC sponsored. In a two day race at Killington, Vt., on March 3 and 4, Wellesley came in second in the slalom, because, according to Mary, "everyone else was ills-qualified." The team was sixth in giant slalom in a field of 19 teams.

A particularly tough giant slalom run highlighted the race at Cranmore. Besides considerable vertical drops, the run offered hairpin turns, and a long chute. Many skiers shot off into the trees on the side of the run. Wellesley was disqualified because one skier lost a ski on the run and the combined times of the three skiers in this event was consequently too high.

Practice Meet

The team's only other competitive encounter this year was a recent practice meet with Dana Hall School at Blue Hills. In this meet, the team's only official practice, Wellesley lost to Dana Hall's team which practices daily. For next year, the team needs more racers, more practice, and more money. With Wellesley's long winter season, the team feels it should develop a season that is not over two weeks after it begins.

C. G. APPOINTMENTS

College Government is now considering the appointment of Committee Chairmen for 1968-1969. If you are interested in being considered or would like to recommend someone, please contact Nonna Noto by Friday, March 22 (send house mail to Tower Court West or call 235-9294).

Following is a list of the committees in question including a brief description of function and the class from which the appointment is to be made:

Acquaintanceship Committee Class of 1969

The committee entertains guests of the college, especially subfreshmen, and works with the admissions to foster interest in the College among subfreshmen. The chairman should have experience as a campus guide.

Elections Committee Class of 1969

The committee handles the open elections of all major organizations and schedules and supervises all other elections.

Marriage Lecture Committee Class of 1969

The committee plans the Marriage Lectures for the College and could perhaps extend itself to include other current, related topics.

Publicity Committee Class of 1969

The committee supervises all publicity for C.G. and regulates publicity for other campus organizations.

MIT Co-ordinating Committee Class of 1969 or 1970

The committee is a new one designed to handle the organization and communication of activities between MIT and Wellesley.

Hathaway House Trustee Class of 1970

The trustee is chosen to serve (generally for two years) as a liaison between the College and Hathaway House.

Mayling Soong Foundation Class of 1970

A representative is chosen to work for two years in helping to administer the Mayling Soong Fund, plan programs, and publicize these programs.

Extra-curricular Schedule Committee Class of 1969

The Committee works with Miss Olscock's office organizing the calendar for all-College events.

CORRECTION

The Wellesley Group Flight dates are June 10-September 3. (Not September 12, as printed in the March 7 paper).

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Deans Discuss Advising Plan

by Gail Walter '71

As was announced to the College community in late January this year, the Wellesley Class of '72 will have a new system of academic advising. Ten faculty members in addition to the freshman dean will work with next year's freshman class. Although somewhat unexpected, the new system had been under consideration by the administration for quite a while before the final announcement was made.

Miss Jean V. Crawford, dean of the class of '68, and Mrs. Harold W. Melvin, dean of the class of '70, explained the reasons for the installment of the new system. "It is mainly a response to student interest, and student awareness of their need for more academic advising," said Miss Crawford. "The dean-faculty system will attempt to provide the increased amount of counseling that students want." The deans also expressed the hope that the new advising system will permit a more casual and intimate relationship between student and advisor, a closer rapport.

Fewer Requirements

Miss Crawford stressed the importance of extensive academic advising, especially starting in the academic year 1968-69. "The relaxation of distribution requirements has made good academic advising more vital," she said. With more freedom of choice, students, especially freshmen, will need to be guided in choosing a wise overall program.

The new academic advising system might help fulfill this function, according to the deans. The crucial times are in the beginning of the freshman year, "when the student is still groping," as Miss Crawford put it, and in the middle of the sophomore year, when the student must choose a major.

Not a Work-Saver

"It should be emphasized that trying to relieve the work load of the freshman dean is not the purpose of the new system," said Miss Crawford. In fact, as she pointed out, the dean will actually have more work, since she will have to consult with both students and the 10 faculty advisors.

The deans see the new program as basically helping undecided students who have a variety of interests choose a program which will bring out these interests. It can also prevent a girl who has a firm idea of her major from following too rigid a program. The closer student-advisor relationship, which the new system hopes to provide, "could even help the student to make difficult decisions about her future, such as career choice," said Mrs. Melvin.

Faculty Interested

According to Miss Crawford, faculty members are quite interested in the new system. The 10 faculty members who will counsel next year's class will be picked by the deans themselves and will work closely with the freshman dean throughout the year. Mrs. Melvin stated that "the faculty picked will be aware of the problems of advising, and will be alerted against such problems as overdependence of the student upon the advisor."

The new system is by no means a final solution to the problem of academic advising. But Miss Crawford and Mrs. Melvin are hopeful that the advising system for the class of '72 will meet the needs of the students for closer contact with their academic advisors.

Summer Supplement ...

Field Open To Students Who Dig Archaeology

by Betty Demy '69

The excitement of excavating a Bronze Age palace, a mosaic floor, or an Indian mound has belonged to few people. In recent years, however, many archaeological sites have been re-opened for further investigation and as modern city developments and land improvements turn over the soil of past centuries, new sites have been discovered. During the summer, student volunteers and professional archaeologists have worked together at numerous "digs" throughout the world, but the lack of formal channels of recruitment has left many excavation leaders with skeleton crews. Students who have an interest in archaeology, ancient history, or anthropology and who seek field experience in these fields, have often missed the opportunity to join an expedition because they simply did not know it existed.

Recently a pamphlet, "Fieldwork Opportunities," was published by the Archaeological Institute of America, and contains the results of a survey conducted during the summer of 1967.

The information is arranged in three sections: first, colleges and specialized schools of archaeology that sponsor excavations; second, summer programs and excavations sponsored by a variety of organizations; and third, useful addresses for further information. The guide is compact and sets forth the basic requirements of every program to aid a student in his choice.

Luxuries of Home?

There are, of course, limiting factors in a student's choice of summer work on a "dig." Many organizations cannot afford to pay their recruits and transportation and accommodations are often left for the students to arrange. Existing accommodations afford little of the luxuries of home, the volunteer is subject to the dictates of the director and the hours are long and tiring. Yet, anyone who has worked on an excavation can readily dispel the fears of a hesitant archaeologist. The memory of a hard day becomes a feeling of accomplishment when the important finds of the day are displayed after dinner and an animated discussion with members of the staff clarified a muddled impression of "what this all means." Even the hard work has its rewards when a piece of gold ornament glitters under the dust or an intact pot appears lodged between a stone wall. And if the day spreads out like a long, dusty road, well, there's always tomorrow.

Personality Problems

Every dig has its own peculiar personality which depends on the site, the climate, the nature of work, and the director. England has long been a target for amateur archaeologists and features a variety of digs throughout the summer. There, the excavator should expect to dig in rain and mud, suffer the bland English food and forego the comforts of a hot shower. At the other extreme, the excavator in Palestine can look forward to a long climb up a dusty tell, sand storms and the hot noon sun.

Before deciding on a career in archaeology or a summer job on a "dig," students should be familiar with the demands of such work.

John Howland Rowe, a professor of anthropology and curator of the South American Archaeology in the Lowie Museum of Anthropology at the University of California, published an article, "Archaeology as A Career," in Archaeology (spring, 1961) which, while conveying the thrill of working in this field, is tempered by the need for scholarly dedication and the limits imposed on the archaeologist.

Information Please

Information on summer programs in archaeology is available by writing to the Archaeological Institute of America, 100 Washington Square East, N.Y., N.Y. for their pamphlet; also, enquiries about British excavations should be directed to Dr. Bernard Wailes, Department of Anthropology, University Museum, 33rd and Spruce St., Philadelphia, Pa. and Mr. Hunter Ross, 390 Morris Ave., Summit, N.J. For details on a dig at Tell Gezer in Israel, a letter should be addressed to Prof. H. Darrel Lance, Gezer Volunteer Program, 1100 South Goodman St., Rochester, N.Y.

WHAT ARE WE LEARNING AT WELLESLEY?

Come to the Pope Room at 7:30 tonight to listen and to question.

DENMARK SEMINAR

A seminar on "The Role of Students in Development" will be held in Hellebjerg, near Aarhus, Denmark, July 22-28. Approximately 50 students from around the world, plus experts on development, will participate. Room and board will be free, although there may be a small application fee. Participants must pay their own travel expenses. Further information and applications may be obtained from World University Service, 1145 Massachusetts Ave., Cambridge, Mass. 02138. Deadline for application is April 15.

'I Never Sang' Moves To NY Stage; Superb Acting in Harmony with Story

by Pat Neely '71

If you missed the Boston pre-Broadway run of Robert Anderson's *I Never Sang for My Father*, the play alone would almost be worth the effort of a spring vacation in New York City.

More than faintly reminiscent of Frank D. Gilroy's Pulitzer Prize winner of a few seasons ago, *The Subject Was Roses*, Anderson's play examines American family relationships, and the torment of a man who has struggled unsuccessfully for forty years to love his own father. With tenderness and understanding Anderson presents the terrible helplessness of the aged and, the startlingly familiar situation of an old man whom everyone respects but cannot love.

He makes it clear that a crisis like this is at the same time the fault of everyone and of no one: the mother is too passive, her husband is too old to change, her son too hardened. When a solution is reached, it pleases no one but the bitter daughter who has refused to be involved, but it is accepted by everyone because it is easy.

An Inner Struggle

From the moment he walks onstage Hal Holbrook (the son) is obviously experiencing an inner struggle, and he manages to continue that struggle through all the moods of the play, despite the fact that he is onstage almost constantly.

Lillian Gish at first is too much the sweet old lady to be credible, but this is definitely the fault of the playwright and not of the actress. By the final scene she is able to overcome the blandness of her role and develop into a strong, admirable mother. Alan Webb has won acclaim for his portrayal of the tough, garrulous father, but his understudy, Daniel Keyes, also gives a convincing and definitely first-rate performance.

Scenery Enlightening

The play takes place in New York, in such diverse settings as Pennsylvania Station, Schrafft's Restaurant, a hospital, a funeral home and a house in Westchester; yet there is little furniture or scenery onstage. Major changes of scene are accomplished through Jo Mielziner's lighting, which is ingenious, convincing, and effective — probably the most original element of the entire production.

I Never Sang for My Father, at the Longacre Theater, is directed by Alan Schneider. Other roles are played by Teresa Wright, Laurinda Barrett and Sloane Shelton.

Meetings ...

(Continued from Page 1)

phasized also in the sociology department. The faculty expressed a willingness to help plan independent study programs with a faculty adviser assigned who would be interested in the same topic.

Practical Music

The music department will offer credit for practical music for the first time next year. The new course will consist of intensive private study in either the instrumental or vocal fields. This course is designed primarily for majors.

The economics faculty stressed the fact that in their department everyone knows everyone else. A student does not automatically consult her advisor but gravitates toward the faculty member whose interests approximate hers.

Sophomores interested in a Bible major found that meeting electrifying. Both faculty and students are excited over the reorganization of the department and the new courses. Although there was some confusion, even among the faculty, over how the new courses would be titled, there was much enthusiasm over the changes.

Scientific Method

At the meeting for the psychology department, the faculty emphasized the importance of the scientific method in the study of behavior, and noted that there are many opportunities for psychological research. They cited psychology 200 and 209, courses which are not the tough, dry courses that the college catalogue may lead one to expect.

TIMING DEVICE

As a result of final exams and the forthcoming spring vacation, News reminds members of the community that the Mar. 28 issue will be the last published until April 25. Any organization wishing to publicize an event scheduled between these two dates, should plan to notify News by noon on Mon., Mar. 25.

RACQUET RACKET

A pick-up team (pick-up?) of first year law students from the Boston College Law School challenged the Wellesley College squash team in the Recreation building Thursday night.

Fearing that they might well face a stacked line-up, the lawyers-to-be did not expect to score. Said one: "None of us wanted to lose his first court battle. When we heard that they beat Harvard, the national champions, we knew we would be facing a stiff test. So we all went out and got stiff."

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